

21 Where Are All the Buffalo?

American Indians of the past hunted buffalo. They did not use guns. They used bow and arrow. They rode full speed on ponies. They went bareback. They covered the rough prairie. Sometimes horses stumbled. This could mean disaster. The thousand pounding hooves never stopped.

How big is a buffalo bull? Some weigh 3,000 pounds. The average is about 2,000 pounds. The bull is about six feet at the shoulders. It is 10 to 12 feet long. That's from the tip of its nose to the end of its tail. From horn tip to horn tip is about three feet.

The buffalo was life to the Indian. It was meat for the summer's pot. Strips dried in the sun were winter food. Hides made strong tepees. They gave shelter from rains and snows. They made a warm home.

Just think. As recently as 1850, there were 20 million buffalo. They covered the Western plains. By 1889, there were 500. The needless killing! Not by Indians. But by "sportsmen" safely shooting from railroad cars. The buffalo that remained were gathered up. They're in preserves now. There are about 10,000 in the United States. They are mainly around Yellowstone. There are 15,000 in Canada. Near Great Slave Lake is home for most.

Buffalo like company. They live and thrive in herds. They are full grown in eight years. Some live 30 to 40 years. They feed mostly on grass. So the prairie is just right for them. Tame them? Ranchers tried. All failed. Buffalo have quick tempers.

One thing is true. They were the "cattle" of the American Indian.

Main Idea	1	Answer	Score
Mark the <i>main idea</i>		<input checked="" type="checkbox"/> M	15
Mark the statement that is <i>too broad</i>		<input checked="" type="checkbox"/> B	5
Mark the statement that is <i>too narrow</i>		<input checked="" type="checkbox"/> N	5

- Buffalo hunting is not as easy as one would think. ☐
- The buffalo, a vital part of American Indian life, is much scarcer now than in the past. ☐
- American Indian buffalo hunters used bow and arrow. ☐

Score 15 points for each correct answer.

Score

- | | | | |
|--------------------------|---|---|-------|
| Subject Matter | 2 | The main subject of this passage is
<input type="checkbox"/> a. hunting.
<input type="checkbox"/> b. how American Indians of the past lived.
<input type="checkbox"/> c. where buffalo live today.
<input type="checkbox"/> d. the buffalo. | _____ |
| Supporting
Details | 3 | The buffalo was life to the Indians because it
<input type="checkbox"/> a. provided food, clothing, and shelter.
<input type="checkbox"/> b. was part of their favorite sport.
<input type="checkbox"/> c. made them strong hunters.
<input type="checkbox"/> d. lived as long as they did. | _____ |
| Conclusion | 4 | The writer implies that
<input type="checkbox"/> a. Indians wasted many parts of the buffalo.
<input type="checkbox"/> b. buffalo became endangered because of
white civilians.
<input type="checkbox"/> c. hunting is easier when bow and arrow are
used.
<input type="checkbox"/> d. although buffalo are big they are very calm
and gentle. | _____ |
| Clarifying
Devices | 5 | The writer puts quotation marks around the
word "sportsmen" to
<input type="checkbox"/> a. show that these men were important.
<input type="checkbox"/> b. state a fact.
<input type="checkbox"/> c. suggest that buffalo hunting was a sporting
activity.
<input type="checkbox"/> d. suggest the writer's opinion about what these
men were doing. | _____ |
| Vocabulary
in Context | 6 | <u>Thrive</u> most closely means
<input type="checkbox"/> a. fight.
<input type="checkbox"/> b. do well.
<input type="checkbox"/> c. do poorly.
<input type="checkbox"/> d. grow. | _____ |

Add your scores for questions 1–6. Enter the total here
and on the graph on page 211.

Total
Score

22 The Eskimos' Kitchen

Where did the name *Eskimo* come from? It comes from an American Indian word. It means eaters of raw meat. Eskimos have always eaten raw meat. They liked the flavor. That is one reason they did it. But there is another reason. It may be the real one. Early Eskimos had little or no wood. They could not build big fires. They did have oil made from whale blubber. This oil was used mainly for lamps. Cooking with a lamp has a drawback. It takes a long time.

Eskimos lived mainly on seal and caribou meat. They also ate a lot of fish. Meat came from birds, musk oxen, and polar bears. Once in a while there was whale. Eggs were part of the diet too. They also gathered a few wild plants. The season was short. Not much grew. They got vegetables from the caribou. How did they do this? It was simple. They ate the undigested contents of a caribou's stomach. The contents were vegetable matter.

Early Eskimos did not have iron pots. They cooked in pots made from soft rock. This rock was called soapstone. They made lamps from this rock too.

Eskimos ate several small meals a day. These were eaten on plates. The plates were made of wood. Wood was scarce. But when Eskimos went to hunt in the south, they would bring back wood. They also had forks. These were made of bone. There was always plenty of bone from the animals. Drinking cups were made from the horns of musk oxen. The women also used a special knife. It is called a ulu. It is used in the kitchen. It is shaped like a half moon. Ulus were made of various things. Sometimes they were made of horn. Sometimes bone was used.

Main Idea

1

	Answer	Score
Mark the <i>main idea</i>	<input type="checkbox"/> M	15
Mark the statement that is <i>too broad</i>	<input type="checkbox"/> B	5
Mark the statement that is <i>too narrow</i>	<input type="checkbox"/> N	5

- Eskimos' food and eating utensils came from animals and simple materials.
- The Eskimos had many uses for animals.
- Meat was the Eskimos' main diet, eaten in many small meals a day.

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Score 15 points for each correct answer.

Score

- | | | | |
|--------------------------|---|---|-------|
| Subject Matter | 2 | This passage deals with
<input type="checkbox"/> a. raw meat.
<input type="checkbox"/> b. meat eaters.
<input type="checkbox"/> c. Eskimos.
<input type="checkbox"/> d. kitchens. | _____ |
| Supporting
Details | 3 | Why did Eskimos use bones for forks?
<input type="checkbox"/> a. They had sharp edges.
<input type="checkbox"/> b. It was better than metal.
<input type="checkbox"/> c. Bones were hard and strong.
<input type="checkbox"/> d. There was a lot of bone around. | _____ |
| Conclusion | 4 | This passage indicated that Eskimos
<input type="checkbox"/> a. were clever in using available materials.
<input type="checkbox"/> b. did not like vegetables.
<input type="checkbox"/> c. had trouble finding food.
<input type="checkbox"/> d. are similar to American Indians. | _____ |
| Clarifying
Devices | 5 | In the first paragraph, the word <i>but</i> indicates
<input type="checkbox"/> a. that a definition will follow.
<input type="checkbox"/> b. a contradiction or contrast.
<input type="checkbox"/> c. an example.
<input type="checkbox"/> d. the time something happened. | _____ |
| Vocabulary
in Context | 6 | In this passage, the word <u>drawback</u> means
<input type="checkbox"/> a. advantage.
<input type="checkbox"/> b. ways to do something.
<input type="checkbox"/> c. forms.
<input type="checkbox"/> d. disadvantage. | _____ |

Add your scores for questions 1–6. Enter the total here
and on the graph on page 211.

Total
Score

23 A Tasty Weed

Finding a meal in a field used to be common. Years ago many people in this country had just come from Europe. They brought old customs with them. And they knew their plants. Often you would see people cutting in a field. They had a bag in one hand. They had a knife in the other. What were they doing? Maybe this will surprise you. They were cutting dandelions.

The dandelion is one of the most maligned of weeds. It is really a living supermarket. The leaves of the young plant are delicious in salads. The leaves can also be cooked. With beans they make a hearty meal.

Dandelion wine can also be made. The blossoms must be picked in the daylight. Here is why. The blossoms close at night. They do not open until the sun comes up.

All parts of the plant can be used. Roots and leaves are used in medicines. Sometimes the juice is squeezed out. Other times the dry root is ground into powder. There is enough root to do it both ways. The root often grows more than three feet long. It grows best in soft, rich, sandy soil.

There is also a way to play with dandelions. When ripe, the blossoms form a soft white head. At the bottom of each white strand clings a tiny seed. Children pick the flower. They hold it by the stem. Then they blow hard at the white head. The soft white strands float off. They are carried by the wind into the world.

The dandelion was brought here from Europe. The early colonists brought it. They knew they would find a use for it here.

Main Idea

1

	Answer	Score
Mark the <i>main idea</i>	<input checked="" type="checkbox"/> M	15
Mark the statement that is <i>too broad</i>	<input checked="" type="checkbox"/> B	5
Mark the statement that is <i>too narrow</i>	<input checked="" type="checkbox"/> N	5

- a. Most often the dandelion is used in salads.
- b. The dandelion is useful in many ways.
- c. Weeds can be tasty.

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Score 15 points for each correct answer.

Score

Subject Matter 2 This passage is primarily about
☐ a. tasty plants.
☐ b. using dandelions.
☐ c. dandelion wine.
☐ d. eating weeds. _____

Supporting Details 3 The dandelion is called a living supermarket because it
☐ a. grows in combination with other weeds.
☐ b. is grown on large farms.
☐ c. can be sold for high prices in stores.
☐ d. has many possible uses. _____

Conclusion 4 From the passage, you can conclude that the dandelion is
☐ a. better tasting than most vegetables.
☐ b. not fatal if eaten.
☐ c. something that can be bought in supermarkets.
☐ d. more nutritious than most weeds. _____

Clarifying Devices 5 The author gives the reader a good understanding of the dandelion through the use of
☐ a. detailed comparisons.
☐ b. good examples.
☐ c. personal opinions.
☐ d. complex reasoning. _____

Vocabulary in Context 6 The word maligned, as used in this passage, means
☐ a. spoken badly of.
☐ b. tasty.
☐ c. cheaply grown.
☐ d. constantly destroyed. _____

Add your scores for questions 1–6. Enter the total here and on the graph on page 211.

Total
Score _____

24 The Apple and Apple Cider

The apple tree has been around for a long time. Early humans picked apples for food. Today the apple is still the most valuable fruit crop. It is more valuable than the orange. Peach, pear, and plum crops are valuable. But the apple is worth all of them combined.

Apple trees grow just about everywhere. But they do not grow in very hot or very cold places. Apples are a big crop. The world's crop is almost a billion bushels a year. About one fourth of that is used for juice. How much juice comes from an apple? A lot! A fresh raw apple is about 84 percent water. But it is thick water. The water is full of fruit sugar.

The juice is made into cider. No two batches are the same. Why? Because cider makers mix different kinds of apples. This brings out a unique flavor. For example, the Red Delicious is sweet. The Ida Red is tart. But mixing them makes a great drink. Not too sweet. Not too tart. There are over 7,500 different kinds of apples. So makers have a big choice.

Let's watch the making of cider. Here is what you see. First, the apples are washed. Then they go on a moving belt. There they are sorted. The bad apples are picked out. The good stay. These are fed into a grinder. The grinder grinds them to a pulp. The pulp is called *cheese*. The cheese is placed in cloth bags. The bags are stacked on the floor of the press. Then the press slowly winds down. The cheese-filled bags are squeezed hard. The juice flows down between the bottom slats. The base is like a tub. It holds the cider.

The cheese must be removed at once. If it isn't, every wasp within miles will come after it.

Main Idea

1

	Answer	Score
Mark the <i>main idea</i>	<input checked="" type="checkbox"/> M	15
Mark the statement that is <i>too broad</i>	<input type="checkbox"/> B	5
Mark the statement that is <i>too narrow</i>	<input type="checkbox"/> N	5

a. The apple crop is more important than the orange crop.

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b. The apple is valuable as a fruit and as cider.

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c. Apples are useful.

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Score 15 points for each correct answer.

Score

- | | | | |
|------------------------------|----------|--|------|
| Subject Matter | 2 | This selection is mostly about
<input type="checkbox"/> a. the history of apples.
<input type="checkbox"/> b. the variety of types of apples.
<input type="checkbox"/> c. picking apples.
<input type="checkbox"/> d. making cider. | ____ |
| Supporting Details | 3 | The squeezed pulp is
<input type="checkbox"/> a. made into apple sauce.
<input type="checkbox"/> b. used in baking.
<input type="checkbox"/> c. thrown out.
<input type="checkbox"/> d. squeezed a second time. | ____ |
| Conclusion | 4 | The passages indicates that
<input type="checkbox"/> a. apples can be used in more ways than one.
<input type="checkbox"/> b. cider makers can only use one type of apple.
<input type="checkbox"/> c. the apple crop is mainly used for juice.
<input type="checkbox"/> d. making cider is very time consuming. | ____ |
| Clarifying Devices | 5 | The author explains making cider through
<input type="checkbox"/> a. a series of images.
<input type="checkbox"/> b. a description of the process.
<input type="checkbox"/> c. an explanation of its history.
<input type="checkbox"/> d. a set of examples. | ____ |
| Vocabulary in Context | 6 | In this passage <u>unique</u> means
<input type="checkbox"/> a. strange.
<input type="checkbox"/> b. special or unusual.
<input type="checkbox"/> c. tasty.
<input type="checkbox"/> d. sour. | ____ |

Add your scores for questions 1–6. Enter the total here and on the graph on page 211.

Total
Score

25 The Pied Piper of Hamelin

Some say this event took place in the town of Hamelin. This town is in Germany. (It is now spelled Hameln.) The town was infested by rats. The rats ate the grain in the fields. They ate the grain in the storehouses. They ate the food in people's homes. Some rats were so large that cats were afraid of them. People feared the spread of disease. They were desperate.

One day a man appeared in town. He was dressed in a suit of many colors. He listened to the problem. He offered to rid the town of the rats. "All of them," he said. The people gasped at the promise. How happy they would be if it could be done. The mayor wanted to know the price. The man stated a sum of money. The mayor agreed. The people cheered. Could he really carry out his promise? The mayor asked when he could start. The man said, "Right now."

Here is what he did. He drew out his pipe. He tested it with a few notes. Then he walked along the streets. He played a haunting tune. The people lined the sidewalks. Everyone was watching. What they saw amazed them. With the first note, noises from the cellars and gutters were heard. Then hordes of rats came scrambling into the street. The road was just solid with rats. Gray ones, black ones, young ones, and old ones. They followed the piper. The tune was magical. It was like an unseen magnet. The air was filled with squeals and the swish of little feet.

The Piper never looked back. He headed for the Weser River. He kept piping, and the rats followed him. He stepped into a small rowboat and gently pushed off. The rats plunged after him into the water. They tried to swim but went under. The slow current floated them down stream.

Main Idea

1

	Answer	Score
Mark the <i>main idea</i>	<input checked="" type="checkbox"/> M	15
Mark the statement that is <i>too broad</i>	<input type="checkbox"/> B	5
Mark the statement that is <i>too narrow</i>	<input type="checkbox"/> N	5

- The Pied Piper is a famous story that has some truth to it.
- The rats came out of the cellars and gutters.
- The Pied Piper led the rats out of town with his strange tune.

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Score 15 points for each correct answer.

Score

- | | | | |
|----------------------------------|----------|--|-------|
| Subject Matter | 2 | This passage is mainly about
<input type="checkbox"/> a. stories that are both true and untrue.
<input type="checkbox"/> b. the Pied Piper's tune.
<input type="checkbox"/> c. the story of the Pied Piper.
<input type="checkbox"/> d. Hamelin's rat problem. | _____ |
| Supporting
Details | 3 | To get the rats to follow him the Pied Piper
<input type="checkbox"/> a. played his pipe.
<input type="checkbox"/> b. led them to water.
<input type="checkbox"/> c. used magic.
<input type="checkbox"/> d. walked through the streets shouting. | _____ |
| Conclusion | 4 | People may believe the story is true because
<input type="checkbox"/> a. rats cannot swim.
<input type="checkbox"/> b. Hamelin is a real place.
<input type="checkbox"/> c. the rats were gone one day.
<input type="checkbox"/> d. it has been told for hundreds of years. | _____ |
| Clarifying
Devices | 5 | The writer tells the story by
<input type="checkbox"/> a. using facts and details from history.
<input type="checkbox"/> b. asking questions and then giving answers.
<input type="checkbox"/> c. first setting the scene, then describing the action.
<input type="checkbox"/> d. using a number of examples. | _____ |
| Vocabulary
in Context | 6 | In this passage <u>desperate</u> means
<input type="checkbox"/> a. without hope.
<input type="checkbox"/> b. angry.
<input type="checkbox"/> c. tired.
<input type="checkbox"/> d. strong willed. | _____ |

Add your scores for questions 1–6. Enter the total here **Total**
and on the graph on page 211. **Score**